



ST JAMES-GAILLARD ELEMENTARY

PO Box 250

Eutawville, SC 29048

Grades	PK-5 Elementary School	
Enrollment	431 Students	
Principal	Michelle Aiken Wilson	803-492-7927
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

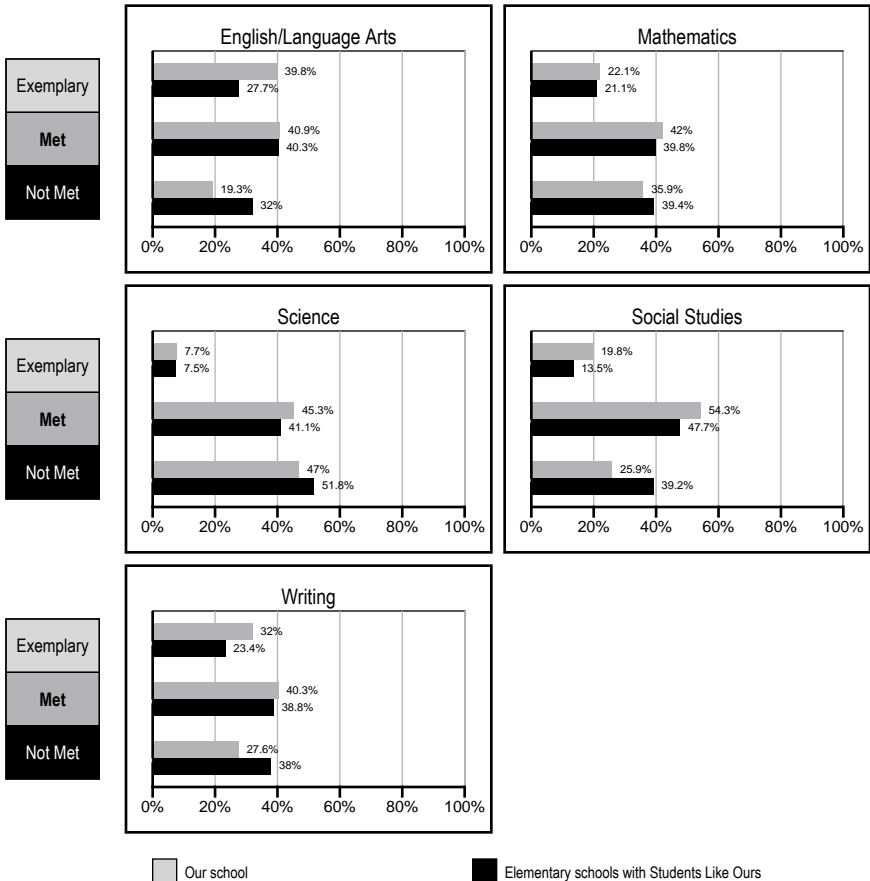
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	103	42	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=431)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 2.5%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.8%	95.8%	96.1%
Eligible for gifted and talented	0.8%	Down from 2.5%	5.1%	11.7%
With disabilities other than speech	4.4%	Down from 5.1%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	75.0%	Up from 68.0%	58.5%	60.5%
Continuing contract teachers	83.3%	Up from 80.0%	80.4%	84.6%
Teachers with emergency or provisional certificates	4.8%	Up from 4.2%	0.0%	0.0%
Teachers returning from previous year	95.6%	Up from 93.9%	84.9%	87.0%
Teacher attendance rate	92.6%	Down from 94.6%	95.3%	95.4%
Average teacher salary*	\$49,956	Down 1.3%	\$45,582	\$47,288
Professional development days/teacher	12.3 days	Up from 11.8 days	11.1 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.7 to 1	18.0 to 1	19.2 to 1
Prime instructional time	87.5%	Down from 90.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.3%	Up from 80.5%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,366	Up 1.5%	\$8,287	\$7,548
Percent of expenditures for instruction**	64.5%	Up from 63.3%	67.8%	68.7%
Percent of expenditures for teacher salaries**	61.8%	Up from 59.6%	62.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

St. James-Gaillard Elementary School has created a positive and enriching climate that holds true to its school vision: "We envision our school as a place of learning where all members are expected to plan, encouraged to dream, and inspired to reach beyond their goals." This expectation held true as we again launched the school year with the entire school family working together to write and reach a consensus on our expectations for the year. We continue to strive for excellence through goal setting, teamwork, hard work, and a vision for success.

We are a Title One School located in a rural area with 87.3% of our students receiving free or reduced meals. Our students continue to achieve academic and artistic gains in a positive and caring environment.

We are very proud to say that we continue to meet Adequate Yearly Progress (AYP), and the school received an Absolute Rating of Average on the 2009 School Report Card, despite rising criteria for determining ratings. Test scores continue to climb as instruction continues to be our major focus. Students are exposed to a rigorous curriculum for their grade level along with other enriching and challenging experiences.

During the 2009-2010 school year, our major curriculum focus was Literacy and Direct Instruction. Teachers were trained in the literacy program (SIPPS), Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words. Every morning, we began our day with a writing block that flowed into "literacy." As a school, we saw great gains in performance. Direct Instruction helped to ensure that all students were instructed on grade level standards and according to their individual needs.

We continue to monitor and adjust our instructional program to meet the needs of all students. In so doing, we conduct curriculum, grade level, faculty, and learning community meetings, vertical team planning sessions, and student achievement goals meetings on a consistent basis.

For the continued development of the administrators and faculty, staff development sessions were well planned to meet the needs of our school. Staff members continue to attend graduate classes, in-services, workshops, and conferences to strengthen their instructional skills and increase their understanding of the South Carolina Curriculum Standards.

The support of an excellent PTO and School Improvement Council has continued to make SJG a school that is definitely on the road to success.

Michelle A. Wilson, Principal
Cynthia D. White, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	56	41
Percent satisfied with learning environment	100.0%	85.7%	82.9%
Percent satisfied with social and physical environment	100.0%	92.7%	82.9%
Percent satisfied with school-home relations	92.3%	92.7%	87.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	194	94.3	18.9	41.1	40	90.6	73.1	83.5	Yes	Yes
Gender										
Male	96	92.7	24.1	35.6	40.2	89.7	71.3	80.1	N/A	N/A
Female	98	95.9	14	46.2	39.8	91.4	74.9	87	N/A	N/A
Racial/Ethnic Group										
White	18	88.9	18.8	37.5	43.8	81.3	82.9	89.6	I/S	I/S
African American	174	95.4	19	41.7	39.3	91.4	72	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	88.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	67.7	39.3	35.7	25	71.4	41.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	94.2	19.7	43.7	36.6	90.1	72.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	194	100	35.9	42	22.1	76.2	63.3	80.4	Yes	Yes
Gender										
Male	96	100	38.6	39.8	21.6	75	63.3	78.4	N/A	N/A
Female	98	100	33.3	44.1	22.6	77.4	63.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	18	100	37.5	25	37.5	75	76.9	87.8	I/S	I/S
African American	174	100	36.2	43.6	20.2	76.1	61.7	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	64.3	21.4	14.3	50	22.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	90.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	41.3	40.6	18.2	72.7	62.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	127	100	47	45.3	7.7	53	49.9	67.3
Gender								
Male	65	100	40.7	47.5	11.9	59.3	55.3	66.9
Female	62	100	53.4	43.1	3.4	46.6	44.3	67.7
Racial/Ethnic Group								
White	13	100	36.4	54.5	9.1	63.6	73.3	79.6
African American	113	100	48.6	44.8	6.7	51.4	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	100	78.9	10.5	10.5	21.1	15.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	102	100	53.3	40.2	6.5	46.7	48	55.4

Social Studies

All Students	124	99.2	25.2	54.8	20	74.8	57.6	70.9
Gender								
Male	60	98.3	25.9	50	24.1	74.1	57.4	70.1
Female	64	100	24.6	59	16.4	75.4	57.9	71.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	71.6	79.2
African American	113	100	26.7	55.2	18.1	73.3	56.5	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	40	46.7	13.3	60	24.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	95	99	29.1	54.7	16.3	70.9	56.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	194	99	26.8	40.8	32.4	73.2	54.6	72.1	96	94.7
Gender										
Male	94	97.9	29.1	38.4	32.6	70.9	50.9	65.2	95.4	94.2
Female	100	100	24.7	43	32.3	75.3	58.2	79.2	96.6	95.2
Racial/Ethnic Group										
White	17	100	37.5	37.5	25	62.5	66.7	80.8	94.6	91.4
African American	174	99.4	25.9	41.4	32.7	74.1	53	59.7	96.2	95.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	64.6	90.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	87.7
Disability Status										
Disabled	31	96.8	59.3	22.2	18.5	40.7	16.2	27.7	94.7	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.8	97.1
Socio-Economic Status										
Subsidized meals	156	98.7	29.8	40.4	29.8	70.2	53.3	61.9	96.1	94.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	48	100	29.3	26.8	43.9	70.7
	4	56	100	20.4	40.7	38.9	79.6
	5	49	100	31.1	46.7	22.2	68.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	93.6	13.5	29.7	56.8	86.5
	4	57	91.2	26.9	46.2	26.9	73.1
	5	59	98.3	18.5	51.9	29.6	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	48	100	51.2	31.7	17.1	48.8
	4	56	100	29.6	46.3	24.1	70.4
	5	49	100	35.6	46.7	17.8	64.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	100	40.5	31.1	28.4	59.5
	4	57	100	34.6	53.8	11.5	65.4
	5	59	100	30.9	45.5	23.6	69.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	23	95.7	45	40	15	55
	4	56	100	31.5	59.3	9.3	68.5
	5	25	96	40.9	50	9.1	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	54.1	35.1	10.8	45.9
	4	57	100	50	44.2	5.8	50
	5	30	100	32.1	60.7	7.1	67.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	25	100	28.6	38.1	33.3	71.4
	4	56	100	13	55.6	31.5	87
	5	24	100	30.4	60.9	8.7	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	8.1	59.5	32.4	91.9
	4	57	100	28.8	51.9	19.2	71.2
	5	29	96.6	42.3	53.8	3.8	57.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	49	100	31	19	50	69
	4	58	100	16.4	54.5	29.1	83.6
	5	50	98	37.8	33.3	28.9	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	27	29.7	43.2	73
	4	57	98.3	33.3	43.1	23.5	66.7
	5	60	98.3	20.4	53.7	25.9	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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